

Comprehension Instructional Sequence Module Overview

PURPOSE:

This professional development provides:

- A sequence of instruction that supports deeper engagement with text. Opportunities to use the *Comprehension Instructional Sequence* as a reader.
- A debriefing session for analyzing the *Comprehension Instructional Sequence* as a teacher
- Practice in planning for the use of this instructional sequence.
- A model of how to differentiate instruction planned from a teacher's edition.

OBJECTIVES:

- Professional Development Objectives:
 - To demonstrate a dynamic instructional process for deeper text comprehension: Model an example lesson for teachers/participants to learn how to use the three-step comprehension instructional process described in the flowchart , *Teaching Reading Comprehension Through Instructional Sequence*
 - Provide practice opportunities for teachers/participants to use the comprehension instructional process
- Example Lesson Objectives:
 - Students will deeply process and comprehend the information in their textbook through reading and rereading, generating questions and answers based on the text, and participating in extended text discussion.
 - Students will explain the social impact *of the Enlightenment on changes leading up to the American and French Revolutions.*

PREPARATION:

- Write all pre-determined questions that guide critical thinking on a chart or board prior to the lesson in order to maintain focus and pace of discussions.
- Have all content text, graphic organizers, and activity forms/worksheets available in a flexible digital format such as Microsoft WORD, an RTF file, or an accessible PDF file.
- Add all vocabulary words/phrases into any digital tools, such as word prediction writing tools, digital word banks, and augmentative communication devices.
- Vocabulary:
 - ENLIGHTENMENT – related to achieving clarity of perception, reason and knowledge
 - En = in or on, ment – act or state of
 - Luco-luc-lux-lucence-(Latin: light, shine)
 - Edif-Latin: to build, erect a building, to build up, spiritually, morally uplifting
 - SERFDOM- bondage, tenant, farmer, bound to the land, required to perform labor
 - Ser, servat = to serve (servile) service, servant, serf, serfdom,
 - Dom-Latin dominus- meaning lord or master, quality or realm

MATERIALS:

- PowerPoint: *Teaching Reading Comprehension*
- Equipment:
 - Projector
 - Screen
- Handouts (printed and digital formats)

- Flowchart: *Comprehension Instructional Sequence*
- FCAT Item Specifications: <http://fcat.fl DOE.org/pdf/specifications/ReadingGrades9-10.pdf>
- Reflection T-Chart for Partner Discussion
- Example Lessons:
 - Model Lesson handouts:
 - Expository text: *Enlightenment Ideas Spread* (**pages 451-455 of Prentice Hall World History: Connections to Today.**)
 - Directed Note-taking Handout: *Enlightenment Ideas Spread*
 - Essential Question Handout
- Display Materials:
 - Words for Vocabulary Word Wall:
 - Words introduced in pages **451-455**: *censorship, salon, enlightened despot, baroque, rococo*
 - Words introduced previously in text-reading: *Enlightenment, old order, reformers, philosophe, serfdom*
 - Class Question Chart
- Supplies:
 - Sticky notes
 - Chart Paper
 - Markers
 - Digital reading and writing tools as needed for scaffolding.

INTRODUCTION:

- Purpose
- Provide an overview of the *Comprehension Instructional Sequence* to enable participants to see the big picture for the entire day.
 1. PowerPoint: *Teaching Reading Comprehension* by Stuart Greenberg
 2. Comprehension Instructional Sequence flowchart
 3. Participants read the Comprehension Instructional Sequence Example Lesson
 - What does this look like for instruction?
 - a. Participants record their responses on the Reflection T-Chart and discuss with partners.

INSTRUCTIONAL PROCESS:

Purpose: To teach and guide students/ participants to think more deeply as they read text by using a three-step process

INSTRUCTIONAL DAY ONE

Step 1: Modeling Reading to Build Comprehension:

Purpose: To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.

Tasks: Teacher instructs from an essential question(s), reads aloud to students while students code text, students read the text and participate in directed note-taking.

- A. Set the purpose for reading: Teach from an essential question to bring world relevance to text reading:
- **Topic Hook/Question (Before reading):** *Based on your perspective, how much impact does a society's view of the daily lives and standard of living of its citizens impact its government?*
 - a. *MUCH impact.*
 - b. *SOME impact.*
 - c. *LITTLE impact.*

- **Text-focused Question:** As we read this section of text, think about this question:
How did the Enlightenment principles inspire French revolutionaries to break from the old order?
This aligns with the following benchmark: SS.912.W.5.5 Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

WRITING IN RESPONSE TO READING #1 - PREDICTIVE RESPONSE

Ask participants to write their first response to the Essential Question.

- **Scaffolding:** Students who cannot read text efficiently should be given reading support tools so they can actively engage in deeper comprehension activities and not rely on peers for reading support. Example tools that support reading and writing include audio note taking and mark-up pens such as the LiveScribe Pen or text-to-speech tools such as Natural Reader, WordQ, Read:Outloud, Read&Write Gold, or Kurzweil 3000.
- B. Teacher reads the text aloud to the students for 5 minutes. **Read the two segments entitled, “Setting the Scene” and “The Challenge of New Ideas” on pages 451-452 in Prentice Hall World History: Connections to Today.** Teacher explicitly models how to mark text through these first two segments. As students listen and follow along in their text, they may ask questions as the teachers thinks aloud through the process and mark the text. Teacher then continues to read aloud the rest of the section on pages 452-455 and require students to mark/code their text as follows:
- **T– This change was perceived as a threat to the philosophers of the Enlightenment.**
 - **H – This change was perceived as hopeful to the philosophers of the Enlightenment.**

- **N – This change had no impact (was neutral) on the philosophers of the Enlightenment.**

Note: For students who need additional support, it may be necessary to explicitly demonstrate how to mark the text.

After reading the text aloud, invite students to ask questions they had about the text while listening. In small groups, have students compare and discuss differences in their text coding. When needed, provide instruction in vocabulary used in the text. Instruct students to support suggested answers from the text; students should not guess. Support the use of digital versions of the instructional materials, and reading and writing tools, as needed for students who cannot read efficiently, have a print disability, or have problems writing.

WRITING IN RESPONSE TO READING #2 -

Ask participants to write their second response to the Essential Question based upon what they just read and text coded.

- C. Students read the same text, **pages 451-455 in Prentice Hall World History: Connections to Today**, and engage in directed note-taking:
 - Before reading, present a guiding question to direct students' thinking while they read and take notes. **Guiding Question:** *The Enlightenment had its biggest impact on which of the following groups?*
 - *philosophers*
 - *monarchy, nobility*
 - *artists and writers*
 - *peasants*
 - *church leaders*
 - Have students read independently, in pairs, or in small groups. Throughout this time, the teacher can support students who cannot read the text efficiently through the use of reading and writing tools and digital instructional materials.
 - After students finish their note-taking:
 - Have students compare notes with classmates (in pairs or in small groups)
 - Have student partners or student groups place a star next to the most significant note in each category (**philosophers, governments, arts and literature, peasants, religions**).

INSTRUCTIONAL DAY TWO

Step 2: Rereading and Question Generation to Deepen Comprehension:

Purpose: To provide students with a demonstration of question generation and the opportunity for them to interact with the text by generating questions to further deepen their comprehension.

Tasks: Teacher models the generation of a complex question based on a section of text, relating to a broad perspective or issue. Students record the questions, and then students re-read the text to generate their own questions.

- A. Model re-reading a portion of the text (**first and last paragraphs under the header *Lives of the Majority on page 455 in Prentice Hall World History: Connections to Today***) and generate a high-level question that relates to the length of time it took for change to come to the lower classes.
 - ***Why did it take so long for change to come to the peasants?***Display the question. Students/participants copy the questions on the Questions section of their Directed Note-taking paper.
- B. Students review/scan the same text (**pages 451-455 in Prentice Hall World History: Connections to Today**) and use their recorded notes to generate questions yet unanswered from their first text reading. Students record their questions on their Student Question Generation paper as they work in pairs or small groups. Students who have difficulty reading the text efficiently will need support in the use of reading tools such as text-to-speech to ensure they actively participate in the deeper comprehension activity. Meanwhile, the teacher roams the room, listening to the quality of student thinking as a means of formative assessment. Students focus just on question generation and will have subsequent opportunities to generate their answers.

Note: In addition to supporting the use of digital reading and writing tools, it may be necessary to explicitly demonstrate question generation individually or in small groups for students who need additional support.

To conclude question generation, the teacher:

- has students share their questions with the whole class to identify which questions they have in common, and which questions are most relevant or significant to their learning

- records/posts common and relevant/significant questions on the Question Generation Poster for future use in:
 - extended text discussion
 - seeking answers in text-reading throughout the remainder of the chapter/unit
 - focusing on unanswered questions in collaborative inquiry.

The teacher can post student questions and classify them by categories established during the discussion to reinforce the Social Studies skills of sourcing and corroboration as students search, locate, and validate answers to some of the questions throughout the remainder of the unit.

INSTRUCTIONAL DAY THREE

Step 3: Using Text-Based Essential Questions to Facilitate Student Thinking While Reading.

Purpose: To provide opportunities for students to interact with the text and with their peers to facilitate complex thinking and deep comprehension of text.

Task: Teacher posts an essential question that is text-based, students use information from their completed graphic organizer/notes to help them answer the question, students discuss answers, review/revise answers to essential question based on discussion

- A. Develop an essential question aligned to FCAT Item Specifications. Questions from the textbook may be adapted to align with the specifications. Point participants to the following essential question for the example lesson: **[This question aligns with Language Arts Benchmark LA.910.1.7.4 (2007) - The student will identify cause-and-effect relationships in text.]**

According to the text, what was the most significant contribution to social change from the Enlightenment?

- B. Post the essential question in the classroom: **This question aligns with Benchmark LA.910.1.7.4 (2007)**

According to the text, what was the most significant contributor to social change from the Enlightenment?

- C. Direct students to use information from their completed graphic organizer/notes to help them answer the essential question. **Direct students to their Directed Note-Taking Handout as a tool for responding to the essential question.**
- D. Students share their answers with a partner or in small groups. Students who have difficulty reading the text efficiently may need to partner with another student within their small group to complete this task.

Note: For students who need additional support, it may be necessary to explicitly demonstrate how to respond to text through writing using a variety of writing supports and digital writing tools such as mobile writing devices (e.g. NEO2, Fusion, tablets), laptops, computers.

- E. As part of whole class discussion, record student responses to the essential question in multiple choice format. (*See Sample Responses in box below*) Teachers record responses below the essential question, using:
- The most relevant word, phrase, or sentence for the correct answer
 - A variety of plausible words, phrases, or sentences as distractors

SAMPLE RESPONSES

According to the text, what was the most significant contributor to social change from the Enlightenment?

- a. **Enlightened despots**
- b. **Old order**
- c. **Social justice**
- d. **Censorship**

- F. While reflecting on the displayed responses, have students discuss and review the recorded responses. Based upon their discussion, students may do one of the following:
- a. Change their answer based on new evidence from the text.
 - b. Keep the same answer and justify their decision to do so.
 - c. Add additional information to support their answer.

CLOSURE:

Have students draft a written explanation of:

- their original answer to the essential question
- their revised response after the class discussion

EXTENDED WRITING:

Task: Teacher posts text-based prompts and students draft written responses.

Purpose: To provide opportunities for students to write as a means of learning in order to expand, refine, and deepen their understanding of content area information and concepts.

Writing Prompts:

WRITING IN RESPONSE TO READING #3 -

Ask participants to write their first response to the Essential Question.

Use information from the text to justify your response to the following questions:

- **What factors led to the French Revolution?**
- **What was the social impact of the Enlightenment?**
- **Contrast social justice with the divine right rule.**

Students develop extended written responses on various aspects of the day's lesson. They may work independently, in pairs, or in small groups. As a fourth option, the teacher divides the class into three collaborative groups and assigns each group a different prompt (*See the three bulleted items in the*

writing prompt). Once the drafts are completed, the groups exchange drafts and provide feedback using a peer assessment rubric to evaluate the written responses.

Sunshine State Standards: *Enlightenment Ideas Spread*

SS.912.W.5.2	Analyze the causes of the Enlightenment.
SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers
SS.912.W.5.4	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.